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ABSTRACT

This study related selected preadmission data obtained on first year freshman students admitted to the University of Southern Mississippi in the fall of 1971-72 academic year to the subsequent grades they received in freshman English courses 100 and 111. The subjects of this study were [illegible] first year freshman students at the University selected by a stratified random sample procedure. Data obtained from the students' records were sex, high school grade-point average, high school English grade-point average, ACT composite score, ACT English score, and the University of Southern Mississippi English grades. Mean grades for the students in each course provided a means of comparison. Results of the study indicated (1) the full model regression equation would be a significant predictor of English 111 successes; and (2) a student's high school grade-point average and ACT composite score would be significant contributors to the prediction of English 111 success. (Author/MJM)

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Abstract

SELECTED PREADMISSION AND NONFOCAL FACTORS

AND THEIR RELATIONSHIP TO SUCCESS IN FRESHMAN ENGLISH

by

James W. Williams

This study related selected preadmission data obtained on first year freshman students admitted to the University of Southern Mississippi in the fall of the 1971-72 academic year to the subsequent grades they received in Freshman English courses 100 and 111. Answers were sought to the following questions:

1. To what extent were students successful in fundamental English 100 and 111?

2. What preadmission characteristics were significantly related to subsequent academic success in English 111?

The subjects of this study were seventy-one first year freshman students at the University of Southern Mississippi. The students were selected from the Registrar's records by a stratified random sample procedure.

The data obtained from the students' records were sex, high school grade point average, high school English grade point average, ACT composite score, ACT English score, University of Southern Mississippi English 100 grade and English 111 grade. In order to assess the predictor variables as they related to Freshman English success, multiple regression analysis was utilized.

Mean grades for the students in freshman English 100 and 111 provided a means of comparison. The students who took English 100 did not do as well in English 111 as those who did not have to take English 100.

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The mean preadmission scores of the sample provided an interesting comparison with similar national norms. The mean ACT composite score for entering freshmen was two points lower and the mean English ACT score one point lower than those scores given for the national norms. However, the mean high school grade point average and the mean English grade point average were closely comparable to national norms.

Two of the hypotheses were found to be significant at the .05 level of acceptance. Those two were: (1) the full model regression equation would be a significant predictor of English III success; and (2) a student's high school grade point average and ACT composite score would be significant contributors to the prediction of English III success.

Two prediction formulas were presented to provide a more sophisticated method of calculating a student's potential success in English III. The two formulas are considered to be better predictors of English III success than the method currently in use.

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SELECTED PREADMISSION AND REMEDIAL FACTORS AND THEIR RELATIONSHIP TO SUCCESS IN FRESHMAN ENGLISH

James W. Williams

Increasing college enrollments have presented an infinite number of problems for institutions of higher education. The increased birth rate during and after World War II and many American parents' aspirations to send their children to college have caused college and university administrators and faculty members to reassess their goals and objectives. In 1900, with a United States population of seventy-six million, six percent of the nation's seventeen year-olds graduated from high school and only four percent of the college age were in college. By 1965, when the population had increased to 195 million, an impressive seventy-one percent of the seventeen year-olds received a high school diploma and about thirty percent of the college age were in colleges and universities (Time, 1965). Paul L. Trump (1963) demonstrated the increase in enrollments by his survey. This survey indicated that from 1950 to 1960 college and university enrollments increased from 2.3 million to 3.6 million. A study by Garland G. Parker (1964) also indicated that the college freshmen enrollments of 1,097 American colleges and universities for the school year 1963-1964 were listed as being almost 600,000 and on the increase. By 1970 the number of first time college students had increased to a little over two million and the total college enrollment to 8.6 million (Wade, 1971). This total enrollment figure represents about a half million new students each year since 1960. Prognosticators

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concerned with predicting future college enrollments indicated that total college enrollments will exceed ten million by 1976 (Franklin, 1971).

A particular problem now confronting college administrators is how to provide for this inflow of students. Tradition would indicate that standardize test scores of college aspirants could be reviewed and only a select few would be permitted to enroll. Our present society views this problem in a different light. The problem of deciding who will be admitted compounds itself as administrators confront the multiplicity of talents the students possess. These students possess talents that are far more diverse in nature than the ones exhibited by their contemporaries of thirty years ago. The computer age and all of its facets has caused college curriculums to expand far beyond the basics once taught. The modern day parent expects and rightly so that his child should be provided with a good education that will prepare him for living in a rapidly changing and challenging society.

Many research conclusions have shown that the freshman year is the most critical for many college students. In a study conducted in 1956, Robert Iffert (1957) reviewed the records of 500,000 freshman students that were either dropouts or failures. His study indicated that eleven percent did not attend college for more than one term, and that a minimum of twenty-five percent had left college by the end of the first academic year. The primary cause of this large attrition rate was considered to be academic problems.

A major academic problem confronting new college students has been in the English department. The grades freshman students earn in freshman English have become a matter of increasing concern to parents, colleges, and the students. An

example of this grade pattern can be demonstrated by an observation of the University of Southern Mississippi freshman English 100 and 111 grades. During the fall of 1971 five classes of English 100 indicated a mean grade point, based on the four point scale, to be 1.91. Eight English 111 classes indicated a mean grade point, based on the four point scale, to be 2.19 (Brown, 1972). The need for research seems apparent and gives rise to a statement of the problem.

This study was designed to relate selected preadmission data obtained on first year freshman students admitted to the University of Southern Mississippi in the fall of the 1971-1972 academic year to the subsequent grades they received in freshman English courses 100 and 111. Answers were sought to the following questions:

1. To what extent were students successful in fundamental English 100 and English 111?
2. What preadmission characteristics were significantly related to subsequent academic success in English 111?

The purpose of this study was to determine the relationship between selected preadmission variables and freshman student success in fundamental and regular freshman English. The variables of high school English grade point average, ACT composite score, ACT English score, English 100 grade, and high school grade point average were analyzed to determine which variables contributed to prediction of freshman English 111 success. The student's selected background information provided evaluative criteria for the student's placement in the freshman English program.

Hypotheses

The following hypotheses were utilized in this study of freshman student success in English 111:

H_1. The full model regression equation will be a significant predictor of English III success.

H_2. The identification of a student as having passed English 100 as a significant contributor to the prediction of English III success.

H_3. A student's high school English grade point average and ACT English score will be significant contributors to the prediction of English III success.

H_4. A student's high school grade point average and ACT composite score will be significant contributors to the prediction of English III success.

The level of significance for the acceptance of the afore mentioned hypotheses was .05.

Procedures

Sample

The students used in this study were selected from the fall quarter freshman class of the 1971-72 academic year at the University of Southern Mississippi, Hattiesburg, Mississippi. This selection was made by using the stratified random sample procedure as indicated in Introductory Statistics for the Behavioral Sciences by Robert K. Young and Donald J. Veldman (1965). A list was obtained from the files of the Registrar's office of the University of Southern Mississippi which contained names of all students who completed English 100 and English III during the fall quarter. Table 1 indicates that 470 students had completed English 100 and 900 students had completed English III. A stratified random sample of those two groups produced twenty-four students for the English 100 group and forty-seven students for the English III group. This sample represented five percent of all those students completing freshman English 100 and III.

TABLE 1

NUMBER OF STUDENTS AND SAMPLE SELECTED

Course	Number of Students Completing the Course	Number of Students Used in the Sample
English 100	470	24
English 111	960	47
Totals	1,430	71

Procedures

The Registrar's files contained the grade for each student from the English 100 and/or 111 courses. In collecting data, the ACT English score, ACT composite score, high school English grade point average, high school grade point average, and sex of each student was obtained from the American College Testing, Research and Development Division. This ACT Research and Development Division had previously compiled this information for use by the University of Southern Mississippi and had it in computer card form.

Each student was assigned an identification number and all of the data were recorded on an eighty column code sheet. This information was then transferred to Fortran statement computer cards for analysis by the IBM 360/40 computer. The computer used was located in the computer center on the University of Southern Mississippi campus.

Variables

As shown in Table 2 a total of nine variables were used in this study.

Variables one through eight were predictor variables as they were tested against the criterion variable, which was variable nine. These variables were

chosen for the following reasons: (1) the ACT English score because it is used at the University of Southern Mississippi as a basis for placing students in freshman English; (2) the high school English grade point average because English was being measured; and (3) the ACT composite score and high school grade point average because they are generally used as predictors in total college success.

TABLE 2

VARIABLES

Variable Number	Type of Variable	Brief Description
1	Predictor	English 100 Group
2	Predictor	English 111 Group
3	Predictor	ACT English Score
4	Predictor	ACT Composite Score
5	Predictor	High School English Grade Point Average
6	Predictor	High School Grade Point Average
7	Predictor	Male Students
8	Predictor	Female Students
9	Predictor	English 111 Grade

A more definitive description of the variables is as follows:

Variable 1: This variable consisted of twenty-four students who completed English 100 at the University of Southern Mississippi during the fall quarter,

1971-72. A dichotomous relationship existed with variable number two.

Variable 2: This variable consisted of forty-seven students who completed English 111 at the University of Southern Mississippi during the fall quarter, 1971-72. A dichotomous relationship existed with variable number one.

Variable 3: This variable was the ACT English score for each student enrolled in freshman English at the University of Southern Mississippi. This score may range from zero to thirty-six. Table 3 indicates 20.4 as the mean score for Ph.D. granting colleges and universities. Nineteen has been used as a criterion for placing students in English 100 or 111 at the University of Southern Mississippi.

Variable 4: This variable was the ACT composite score which consists of the student's scores of the English, Mathematics, Social Science, and Natural Science tests. This score may range from zero to thirty-six. Table 3 indicates 22.1 as the mean score for Ph.D. granting colleges and universities. Eleven has been used as a minimum criterion for allowing freshman students to enter the University of Southern Mississippi.

Variable 5: This variable was the high school English grade point average for each student. This score may range from zero to four, with the four equivalent to an A and the zero equivalent to an F. Table 3 indicates 2.87 as the mean score for Ph.D. granting colleges and universities.

Variable 6: This variable was the high school grade point average for each student. This score may range from zero to four. Table 3 indicates 2.77 as the mean score for Ph.D. granting colleges and universities.

TABLE 3

ACADEMIC POTENTIALS OF ENROLLED STUDENTS AT DIFFERENT LEVELS OF COLLEGES AND UNIVERSITIES

Institutional Level	ACT Test Score Means: Eng. Score	Math. Score	Soc.S. Score	N.Sci. Score	Comp. Score
2-year.....	16.9	17.6	18.8	18.9	18.2
4-year.....	18.3	18.8	20.0	19.8	19.3
5-year	18.5	18.9	20.2	20.1	19.6
Ph. D.-grant ..	20.4	22.1	22.9	22.4	22.1
All Levels	18.7	19.7	20.8	20.6	20.1

Institutional Level	Means for Recent High School Grades: H.S. Eng. Grade	H.S. Math. Grade	H.S. Soc.S. Grade	H.S. N.Sci. Grade	H.S. Av. Grade
2-year.....	2.41	2.14	2.51	2.28	2.33
4-year.....	2.65	2.33	2.75	2.46	2.55
5-year.....	2.74	2.38	2.83	2.54	2.62
Ph. D.-grant....	2.87	2.55	2.98	2.67	2.77
All Levels.....	2.69	2.37	2.79	2.51	2.59

Source: College Student Profiles: Norms for the ACT Assessment (Iowa City: The American College Testing Program, 1966), Chart 3, pp. 9-10

Variable 7: This variable was used to indicate the male students. Forty-one male students were used in the study. A dichotomous relationship existed with variable number eight.

Variable 8: This variable was used to indicate the female students. Forty female students were used in this study. A dichotomous relationship existed with variable number seven.

Variable 9: This variable was the student's English III grade, based on the 4.0 scale, and was used as the criterion.

Analysis

The data were collected and assigned to the proper variable categories and then treated by multiple regression analysis. The steps in processing the data were:

1. Computation of means and standard deviations for the variables.

2. Computation and use of an intercorrelation matrix showing the pair-wise intercorrelations between variables to assist in understanding the significance of relationships.

3. Testing of the predictor variables (1-8) against the criterion variable in a regression equation. The basic full model was: variable 9 = f(V1,V2, . . . V8).

4. Construction of restricted models to determine the influence of specific predictor variables tested against the criterion variable.

5. Comparison of the models and computation of F-tests of differences between models to determine the significance of the findings.

6. Relation of the findings in comparison to the studies indicated in the review of related literature and assumptions concerning the total population.

Figure 1, on the following page, is a flow chart indicating the multiple regression treatment of the data.

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Figure 1 - Flow chart indicating the multiple regression treatment of the data.

Results

As shown in Table 4, the mean English III grade for students who had taken English 100 was substantially lower than for those students who did not. The English 100 group had a mean English III grade of 1.88 while the English III group has a mean grade of 2.47. The mean English 100 grade of the students, as compared to their English III grade, also indicates a lower grade. The mean English 100 grade was 2.13 and their subsequent English III mean was 1.88.

The comparison between male and female mean grades in English 100 and III offered an interesting paradox. The male mean grade dropped from 2.17 to 2.10 while the female mean grade rose from 2.08 to 2.49. This appeared to agree with Bata's (1961) study at Florida State University in finding that men students appear more likely to have academic difficulties than do women students.

TABLE 4

MEAN GRADES FOR ENGLISH 100 & III

Classification	English 100 Mean Grade	English III Mean Grade
English 100 Group Sample Number 24	2.13	1.88
English III Group Sample Number 47	- - -	2.47
Males	2.17	2.10
Females	2.08	2.40

In order to test the four given hypotheses the multiple regression statistical technique was utilized. The significance of the multiple correlations produced was tested by measuring the ratio of the variance due to regression with that due to the deviation about the regression. This particular procedure is called the "F-test."

Hypothesis number one states that the full model regression equation would be a significant predictor of English III success. To test this hypothesis a full model was computed whereby the predictor variables one through eight were used against the criterion variable number nine. This was model number one in Table 5 and it indicates the full R-square to be .42 and the level of significance was found to be .00. This clearly indicates acceptance of the first hypothesis.

Hypothesis number two states that the identification of a student as having had English 100 would be a significant contributor of the prediction of English III success. In order to test this hypothesis a restricted model was computed whereby variables number one (Group 100) and two (Group 111) were deleted. Model number four in Table 5 indicates the reduced R-square was .41 with a P of .23. This is far above the .01 or .05 significance levels and, therefore, hypothesis number two was rejected.

Hypothesis number four states that a student's high school grade point and ACT composite score would be significant contributors to the prediction of English III success. To test this hypothesis a restricted model was computed whereby variables number four (ACT composite score) and six (high school grade point average) were deleted. This was model number two in Table 5 and it indicates a reduced R-square of .31 with a P. of .004. This is significant at the .01 level and, therefore, the hypothesis was accepted.

TABLE 5

MULTIPLE REGRESSION AND F-TEST TREATMENT

Model Number	Variables Deleted	R-Square	F-Ratio	P
1	None	.42	7.73	.00
2	4 & 6	.31	6.16	.01
3	3 & 5	.41	.52	.61
4	1 & 2	.41	1.19	.28
5	7 & 8	.38	4.34	.04

A full multiple regression model was computed and an intercorrelation matrix produced (Table 5). This intercorrelation matrix provides an interesting insight into the relationship between the predictor variables and the criterion variable. In the intercorrelation matrix, to be of significance at the .05 level, a correlation should be at least .23.

Three of the eight predictor variables appeared to have a relationship with the criterion considerably higher than the minimum level required for significance. Those three variables were the ACT composite score, the ACT English score, and the high school grade point average.

The ACT composite score correlated highest with the English III grade (.57). This would tend to concur with the study by Leischuck in which he found that the combination of the four ACT subtests scores were better predictors of success in college English than were combination of high school grades.

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TABLE 6

INTERCORRELATION ANALYSIS

	1	2	3	4	5	6	7	8	9
	Group 100	Group 111	ACT Eng.	ACT Comp.	H.S. Eng. GPA	H.S. GPA	Male	Female	Eng. 111 Grade
1.	1.00								
2.	1.00	1.00							
3.	0.60	0.60	1.00						
4.	0.46	0.46	0.73	1.00					
5.	0.39	0.39	0.34	0.34	1.00				
6.	0.47	0.47	0.52	0.57	0.76	1.00			
7.	0.09	0.09	0.11	0.21	0.17	0.12	1.00		
8.	0.09	0.09	0.11	0.21	0.17	0.12	1.00	1.00	
9.	0.26	0.26	0.57	0.57	0.30	0.45	0.14	0.14	1.00

The second highest correlation, as shown on the intercorrelation matrix, was the ACT English score (.53). An inference may be drawn from Rowlett (1964) in which she concluded that those who made A's in freshman college English made significantly higher scores on the ACT test than did those who fared poorly.

The third highest correlation, as shown on the intercorrelation matrix, was the high school grade point average (.45). This is not a particularly high correlation but does appear to have some relative merit. Several other studies indicate some relevance with total first year college success. These studies, such as those by Astin (1964), Durflinger (1948), and Bergeron (1953) show a higher correlation figure in the research presented. Also, a study conducted at the University of Southern Mississippi by Weatherford and Evans (1971) demonstrated that a combination of ACT composite score and high school grade point average had a significantly higher degree of prediction accuracy than did the composite score alone.

The University of Southern Mississippi English department is currently using a score of nineteen on the ACT English test as a criterion for separating the students into freshman English 100 and 111. In view of this study the ACT composite score is a better predictor of the English 111 grade than is the ACT English score. Due to the fact that the identification of students having above or below nineteen on the English ACT score did not prove to be a significant predictor, a more sophisticated prediction system should be used. (i.e., Predictor variables one, English 100, and two, English 111, indicates students above or below nineteen on the ACT English score). Since the best predictors of the English 111 grade are variables three, four, and six, a regression equation was formulated using these variables as the only predictors of English 111 success. A more accurate method of

predicting freshman English III success can be found using the formula as follows:

$$X9 = b(X4) + b(X4) + b(X6) + U$$

or

$$X9 = .05(X3) + .09(X4) + .25(X6) + (-1.46)$$

For example, if a student had an ACT English score of 25, an ACT composite score of 26 and a high school average of 3.5, then his predicted English grade would be 3.25. Given the ACT English score, ACT Composite score, and high school average, the above model can serve as a reasonably good predictor of English III success. This model constitutes a much better predictive system, based on this study, than the one currently used in screening students for freshman English placement since the"R-square"for the model where X9 = b(X1) + b(X2) + U was .07 and the "R-square" for the former model where X9 = f(X3, X4, X6) was .37. The advantage of this system is that when applied it yields a predicted grade point average for entering freshman who would potentially take English III given his preadmission scores.

A less time consuming procedure, but one which has a degree of sophistication in predicting, is the following model which uses the ACT composite score as the sole predictor of English III success:

$$X9 = b(X4) + U$$

or

$$X9 = .15(X4) + (-.64)$$

For example, if a student had an ACT composite score of 18, his predicted English III grade would be 1.99. This model for predicting the English III grade has an efficiency of .33. It is a better predictor of the criterion, based on this study, than the current system now in use for screening students.

The differences between the ACT scores and high school records used in this study present a paradoxical situation. It is paradoxical primarily when the scores are compared with national norms.

Table 7 denotes the ACT English mean score for this study as being 19.23. The national norm for schools which have similar degree granting ability as the University of Southern Mississippi was 20.4 The ACT composite mean score for this study was 19.90 while the national norm was 22.1. Consequently there is a one to two point difference between the ACT mean scores in this study and the national norms.

The two high school mean scores used in this study, high school grade point average, and high school English grade point average, are within one-to two-tenths of a point of the national norms. The high school mean grade point average for this study was 2.67 while the national norm was 2.77. Also, the high school mean English grade point average was 2.67 while the national norm was 2.87.

These comparisons presented an interesting phenomenon as there was a wide range of difference between the national ACT norm means and the ones used in this study, although little difference was found between the national high school norm mean grades and the ones used in this study.

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TABLE 7

MEANS AND STANDARD DEVIATIONS FOR THE NINE VARIABLES

Variable	Description	Mean	Standard Deviation
1	Group 100	0.34	0.47
2	Group 121	0.66	0.47
3	ACT English Score	19.23	3.98
4	ACT Composite Score	19.90	4.16
5	High School Eng. GPA	2.82	0.74
6	High School GPA	2.67	0.64
7	Males	0.44	0.50
8	Females	0.56	0.50
9	English III Grade	2.27	1.06

Since variables one-two and seven-eight were coded as group vectors the means show up as percentages. For example, variable number seven indicates that forty-four percent of the sample was male.

Summary

This section contains the results of the statistical analysis used in this study. Mean grades for the students in Freshman English 100 and 111 provided a means of comparison. The students who took English 100 did not do as well in English 111 as those who did not have to take English 100.

The first hypothesis stated that the full model regression equation would be a significant predictor of English 111 success. The findings indicated significance at the .01 level so the hypothesis was accepted. The second hypothesis stated that identification of a student as having had English 100 would be a significant contributor to the prediction of English 111 success. The findings indicated no significance at the .01 or .05 levels so the hypothesis was rejected. The third hypothesis stated that a student's high school English grade point average and ACT English score would be significant contributors to the prediction of English 111 success. The findings indicated no significance at the .01 or .05 level so the hypothesis was rejected. The fourth hypothesis stated that a student's high school grade point average and ACT composite score would be significant contributors to the prediction of English 111 success. The findings indicated significance at the .01 level so the hypothesis was accepted.

An analysis of the intercorrelation matrix demonstrated that three of the eight predictor variables could be considered to have good correlation with the criterion variable English 111 grade. The three predictor variables, in order of their correlation, were ACT composite score, ACT English score, and high school grade point average.

Two prediction formulas were presented to provide a more sophisticated method of calculating a student's potential success in English 111. The first formula

incorporates the b weights for the best three predictors of English 111 success. The second formula uses the b weight of the ACT composite score. This is considered to be a simpler but not quite as efficient a predictor as the combination of the three best predictors.

The mean preadmission scores of the sample used in this study provided an interesting comparison with similar national norm means. The mean ACT composite score for entering freshmen at the University of Southern Mississippi was two points lower and the mean English ACT score one point lower than those given for the national norms. However, the mean high school grade point average and the mean English grade point average were closely comparable to national norms.

Major Findings

Mean grades for the students in freshman English 100 and 111 provided a means of comparison. The students who took English 100 did not do as well in English 111 as those who did not have to take English 100.

The mean preadmission scores of the sample provided an interesting comparison with similar national norms. The mean ACT composite score for entering freshmen was two points lower and the mean English ACT score one point lower than those scores given for the national norms. However, the mean high school grade average and the mean English grade point average were closely comparable to national norms.

Four hypotheses were stated and two were found to be significant at the .05 level of acceptance. Those two hypotheses were: (1) the full model regression equation would be a significant predictor of English 111 success; and (2) a student's high school grade point average and ACT composite score would be significant

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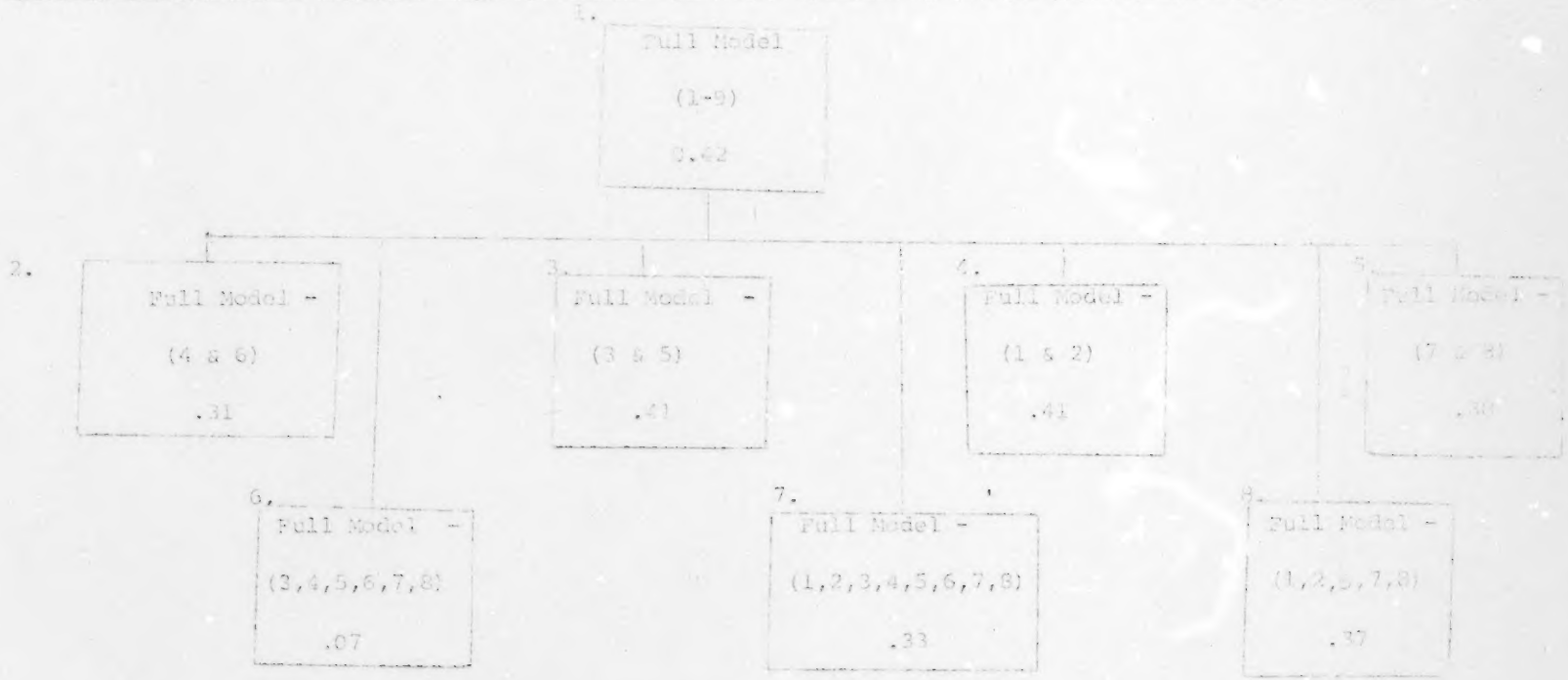
TABLE 8

SCHEMATIC FOR REGRESSION MODELS



With the exception of block 1, numbers in parentheses indicate variables omitted from the Full Model. The third line in each block is the R-square for the model.

contributors to the prediction of English III success. The two hypotheses not accepted were: (1) identification of a student as having had English 100 would be a significant contributor to the prediction of English III success; and (2) a student's high school English grade point average and ACT English score would be significant contributors to the prediction of English III success.

An analysis of the intercorrelation matrix demonstrated that three of the eight predictor variables were found to have a distinctively higher correlation with the criterion variable English III grade. The three predictor variables were: (1) ACT composite score (.57); (2) ACT English score (.53); and (3) high school grade point average (.45).

Two prediction formulas were presented to provide a more sophisticated method of calculating a student's potential success in English III. The first formula, $XO = .05(X3) + .09(X4) + .25(X6) + (-1.16)$, incorporates the b weights for the best three predictors of English III success. The second formula, $XO = .15(X4) + (-.64)$, uses the b weight of the ACT composite score. This second formula is considered to be a simpler but not quite as efficient a predictor as the first formula.

Conclusion

1. The extent to which this research effort was of benefit to the University of Southern Mississippi is yet to be fully determined. This conclusion is based on the supposition that the developed predictive formulas have not been used.

2. The methodological approach is economical, yet a relatively efficient method of describing the important predictive factors contributing to academic success in English 111.

3. The regression equations are compatible with the use of grades and scores in raw score form. No conversion to another form is necessary.

4. Students who start out taking English 111 obtain a higher grade in English 111 than those who take English 100 first. A possible explanation of this factor is that students who take English 100 are low achievers. One remedial English course may not be sufficient for significant improvement of these students' English achievement level. This was demonstrated by the mean grades for English 100 and 111. The mean English 100 grade was 2.13 while the English 111 mean grade, for this group, was 1.88.

5. The full model regression equation was a significant contributor to the prediction of English 111 success.

6. A student's high school grade point average and ACT composite score were significant contributors to the prediction of English 111 success in the presence of other variables.

7. The identification of a student as having had English 100 was not a significant contributor to the prediction of English 111 success in the presence of other variables.

8. A student's high school English grade point average and ACT English scores were not significant contributors to the prediction of English 111 success in the presence of other variables.

9. The ACT composite score was the best single predictor of English 111 success in the presence of other variables.

10. It would appear that the method of using available data for this study can be of practical worth to the University of Southern Mississippi.

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